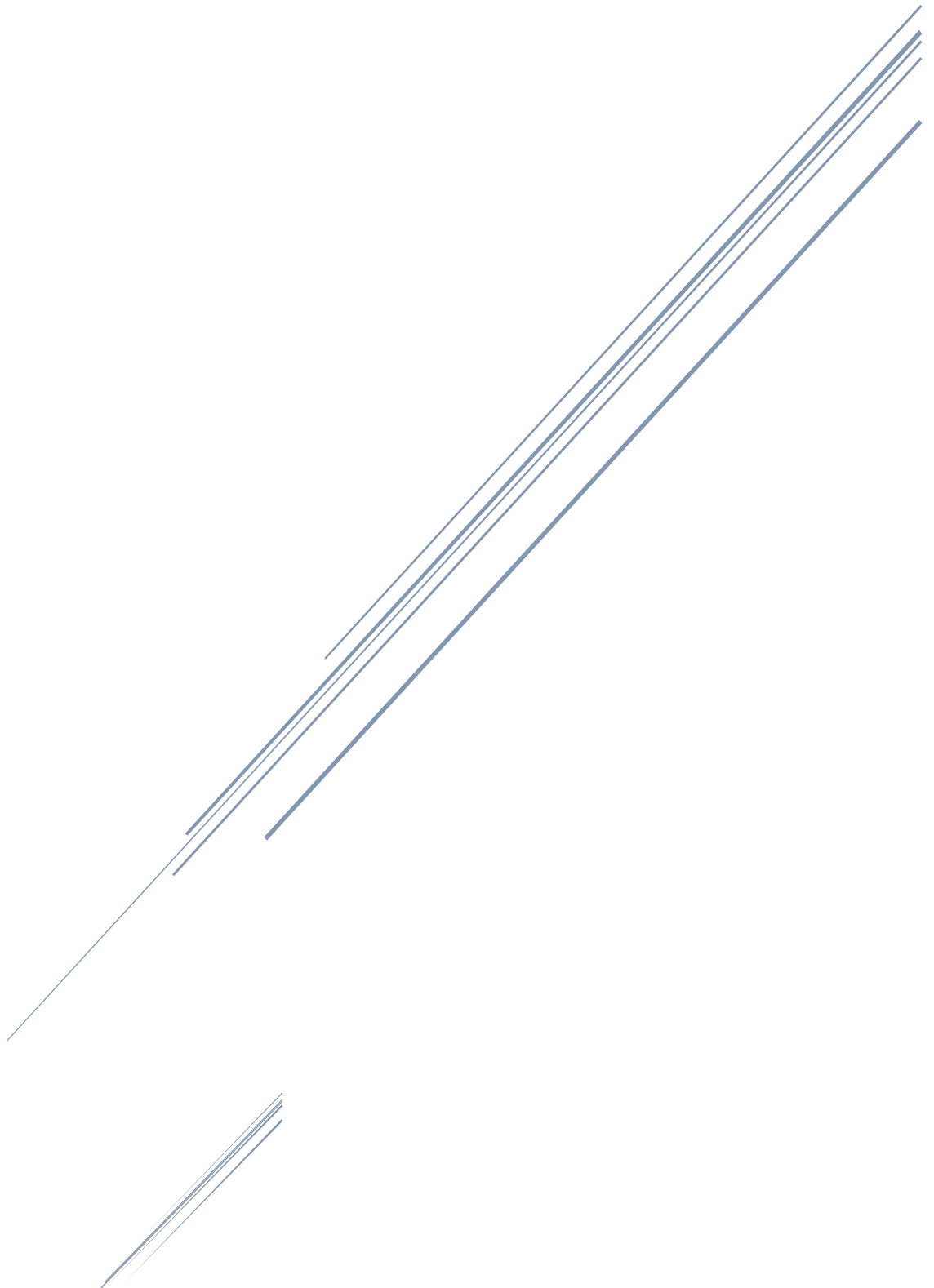


POLITE CONVERSATION

SESSION 1

TOPICS

- Using polite phrases
- Engaging in small talk
- Asking and answering politely



Topic 1: Using polite phrases

Functions	Using polite forms
Target language	Hello, Hi, good morning/afternoon/evening/night, How are you? Nice/Pleased to meet you, Sorry(?), Excuse me(?) See you later, See you soon, Welcome, You're welcome
Theme	Comparing common polite phrases
Inputs	Input 1.1A: The same or different? Input 1.1B: Polite phrases Input 1.1C: Polite expressions Input 1.1D: Nice to meet you Input 1.1E: Language summary Input 1.1F: Extra practice

Step 1: Ice breaker

Use a level appropriate activity to help students relax and get comfortable with you and each other.

Step 2: Whole class questioning

Ask students:

- When we meet people, do we greet them? *Yes*
- How do we do that? *Hello, Namaste... etc.*
- Do we talk to them and then just go away? *No, we say bye.*
- How do we do that? *Bye, See you... etc*
- Are we being polite? *Yes*
- Let's look at a few more polite words, shall we?

Step 3. Pair or Group work

Arrange students into pairs or groups.

Display **Input 1.1A**: The same or different?

Give instructions (by asking questions as far as possible).

Tell students they should:

- Read the phrases in both columns (e.g., How many columns do you see? *Two*. Do they both have some polite phrases? *Yes*.)
- Discuss if the phrases in columns 1 and 2 mean the same or different things.
- Discuss what the phrases mean.
- Discuss situations where they could be used.

Distribute **Input 1.1A** (one per pair) and give a time limit for the activity.

Monitor the activity and help quietly where needed.

Stop activity when the time is up.

Give instructions on checking answers.

Display **Input 1.1B**: Polite phrases on ppt (display only title) or as a handout.

Tell students they should:

- Check their answers with the ppt display (or handout).
- Discuss any differences with their partners.
- Give a time limit.

Step 4: Feedback

Ask students for feedback. Did they get all the answers right? What did they find difficult? Did they work well with their partners?

Step 5: Pair or group work: Gap fill exercise

Change pairs and groups.

Display **Input 1.1C**: Polite expressions

Give instructions: (by asking questions as far as possible).

Tell students they should:

- Use the language they just learned to fill the gaps (e.g. Can you see the gaps in these sentences? **Yes**. Are you going to fill the gaps with words you just learned in the previous exercise? **Yes**.)
- Check answers with another group / whole class.

Distribute **Input 1.1C** and give a time limit for the activity.

(Optional) Step 5 checking with whole class – You can check a few of the answers if required.

Step 6: Whole class: Pronunciation practice

Hand over **Input 1.1D**: Nice to meet you.

Give instructions: (using questions as far as possible).

Tell students that:

- They will read aloud each expression.
 - They should listen and repeat (e.g., Will you listen to me? Will you repeat what I said?)
- You should then use the appropriate voice modulation and drill and choral practice with **Input 1.1D**.

Additional practice:

Split students into pairs and ask them to continue pronunciation practise on their own.

You should monitor and correct pronunciation quietly.

Step 7: Whole class: Mingle

Check that all students have a copy of **Input 1.1D**: Nice to meet you.

Give instructions: (using questions as far as possible).

Tell students they should:

- Think of conversations where these expressions will be used.
- Walk around the class and make conversation with other students.
- They should use as many of the expressions in conversation as they can.
- Once they have used 3-4 expressions, they can cross them off and move on to another learner.

Step 8: Feedback

Ask students how they did, ask for comments on each other (positives first).

You can make a few general comments, positives, and negatives, for the whole group. Praise students who participated well.

Step 9: Whole class: Summary

Display **Input 1.1E**: Language summary on ppt, and/or distribute printouts as reference material.

Additional Practice or Homework

Input 1.1F: Extra practice can be done individually to consolidate understanding. Go over answers in class and deal with any problems.

Input 1.1A**The same or different?**

Phrase A	Phrase B	The same	Different	Meaning
Hello.	Hi.			
Good evening.	Good night.			
Nice to meet you.	Pleased to meet you.			
See you later.	See you soon.			
Excuse me.	Sorry.			
Excuse me?	Pardon me?			
Welcome.	You're welcome.			

Input 1.1B
Polite phrases

Do the pairs of phrases have the same or a different meaning? What do they mean?

Phrase A	Phrase B	The same	Different	Meaning
Hello.	Hi.	✓		Say Hello or Hi when you meet people.
Good evening.	Good night.		✓	Say Good evening when you arrive in the evening. Say Good night when you leave late in the evening.
Nice to meet you.	Pleased to meet you.	✓		Say Nice to meet you or Pleased to meet you when you meet new people.
See you later.	See you soon.		✓	Say See you later if you'll see the person again today. Say See you soon if you'll see the person after a few days.
Excuse me.	Sorry.		✓	Say Excuse me if you want to talk to a person you don't know, or if you want a person to move. Say Sorry if - for example - you stand on a person's foot.
Excuse me?	Pardon me?	✓		Say Excuse me? or Pardon me? if you didn't hear. You can also say Sorry?
Welcome.	You're welcome.		✓	Say Welcome when a visitor arrives. Say You're welcome after someone says "Thank you".

Input 1.1C**Polite expressions**

Use the words below to complete the polite expressions.

how	later	me	meet	night	pleased	welcome	you
-----	-------	----	------	-------	---------	---------	-----

1. Nice _____ to you.
2. Good _____.
3. _____ are you?
4. Excuse _____.
5. See you _____.
6. _____ to meet you.
7. See _____ soon.
8. Thanks. – You're _____.

Input 1.1D**Nice to meet you**

Hello.

Hi.

Good morning.

Good afternoon.

Good evening.

Welcome.

Bye.

See you later.

See you soon.

Good night.

How are you?

Very well

Fine, thanks.

Good, thanks.

Nice to meet you.

Pleased to meet you.

Nice to meet you (too).

Pleased to meet you (too).

Sorry!

Sorry?

Excuse me?

You're welcome.

Input 1.1E**Language summary****Using polite phrases**

Greetings:

Hello. / *Hi.*Before lunch: *Good morning.*After lunch: *Good afternoon.*Just before or after dinner: *Good evening.*Greeting a visitor to your home/company/city/country: *Welcome.*Leaving: *Bye.* / *See you later.* / *See you soon.* / *Good night.* (late in the evening)Meeting people you know: *How are you? – Very well, / Fine, / Good, thanks.*Meeting new people: *Nice to meet you.* / *Pleased to meet you.*Reply with: *Nice to meet you (too).* / *Pleased to meet you (too).*If you do something bad: *Sorry!*If you don't hear what someone said: *Sorry?* / *Excuse me?*After someone thanks you, you can reply: *You're welcome.*

Input 1.1F**Extra practice**

Part A. In 1–8, how does the other person reply? Match the pairs.

	Person A	Person B
	Pleased to meet you. 1	A Hi.
	Good morning. 2	B Thank you.
	Bye. 3	C No problem.
	Thanks. 4	D Yes, please.
	Welcome. 5	E Good night.
	How are you? 6	F Nice to meet you.
	Sorry. 7	G Very well, thanks.
	Shall I get you some water? 8	H You're welcome.
	Excuse me? 9	I Of course.
	Can I open the window? 10	J I said, "It's a nice day."

Part B. Find words or phrases in Part A that mean the same as those below.

1. Hello.
2. See you later.
3. Pleased to meet you.
4. Sure.
5. Sorry?

Topic 2: Engaging in small talk

Functions	Talking about current and temporary situations Talking about permanent and regular situations
Target language	Present Continuous: current situations, temporary situations, Present Simple: permanent situations, regular situations
Theme	What is small talk?
Inputs	Input 1.2A: Choose the right expression Input 1.2B: Listen and correct Input 1.2C: Follow up Input 1.2D: A big question – What is small talk? Input 1.2E: Language summary Input 1.2F: Language practice

Step 1: Whole class: Understanding ‘small talk’

Elicit the concept of ‘small talk’.

Ask students questions like:

- Do you sometimes meet people you don’t know well? (*Yes, first day of college/work; during conferences/training; travelling by train*)
- Do you talk to them to pass the time? (*Yes*)
- What topics do you discuss? (*The weather, reason for choosing study course/ travelling, movies etc.*)
- Should you ask about religion, salary, personal questions? (*No*)
- What are these polite conversations called? (*Small talk*)
- Does it help in making people comfortable when you don’t know them very well? (*Yes*)
- Is it a good idea to learn how to make small talk? (*Yes*)

Step 2: Pair or Group work

Form pairs or groups.

Display **Input 1.2A**: Choose the right expression

Ask: Are the people (in the picture) on a train? (*Yes*) Do they know each other? (*No*) Are they making small talk? (*Yes*)

Tell students that they should take the part of the man or the woman in the picture.

Give instructions: (use questions as far as possible).

Tell students to:

- Read the text (e.g., Will one of you read the man’s part, and another person in the group read the woman’s part? *Yes*)
- Note that there are two phrases in each line, only one is correct.
- Discuss and choose the right alternatives.

Set a time limit for the exercise.

Now show the class **Input 1.2B**: Listen and correct.

Give instructions and a time limit for the activity.

Tell students they should:

- Read the dialogues aloud, again taking the roles of man or woman.
- Check if the answers they chose in **Input 1.2A** are correct.

Step 3: Whole class: answer review

Go over the answers in class.

Ask students to tell you why the different forms are used.

Try to encourage them to answer without the use of grammatical terms.

(If required)

If you think students need more clarity, use timelines and examples from the text to:

- Confirm the difference between:
Continuous form (which describes some sort of action or temporary situation) and
Simple form (which describes facts or habits).
- Elicit how to ask questions using both forms.

Step 4: Pair or Group work

Display **Input 1.2C** Follow up

Give instructions: (by asking questions as far as possible).

- There are 8 questions in the exercise, either A or B is correct. (e.g., How many questions are there? *Eight*; Will you get 4 questions each? *Yes*; Do you need to find which is the correct question A or B? *Yes*).
- Students should ask both questions to their partners and mark the answer they give.
- They should take turns to do it.
- After all questions are done, they should discuss the answers and make corrections if needed.

Distribute copies of **Input 1.2C** Follow up (split in 2 parts horizontally, one part to each student in the pair) and give a time limit for the activity.

Say: Here are examples of small-talk questions between two people on a flight.

Display **Input 1.2D**: A big question – What is small talk? on ppt or give copies as handouts.

Ask students to check their answers from **Input 1.2C** Follow up. Clarify any doubts.

Now tell students that they should:

- Assume they are travelling together.
- Take turns to ask/answer the questions from **Input 1.2D**: A big question – What is small talk?
- Listen to each other's answers and correct if necessary.

Step 5: Whole class: Role Play: Networking

Tell students that they are meeting together at a work conference. They don't know each other well.

Ask students to individually prepare 8-10 questions to ask about facts, habits, temporary situations for small talk.

Once they've done this, arrange them in parallel rows (or any other suitable grouping).

Give instructions:

- Students should work in pairs (across from each other, if they are in parallel rows) to get as much information about the other person as possible.
- They get two minutes with each partner and after that rotate roles.
- Next, they change partners (by one row moving along).
- After 2-3 turns, ask students to talk to each other by making eye contact and putting away their sheets.

Step 6: Whole class: Summary

Display **Input 1.2E**: Language summary on ppt, and/or distribute printouts as reference material.

Additional Practice or Homework

Input 1.2F can be done individually to consolidate understanding. Go over answers in class and deal with any problems.

Input 1.2A

Choose the right expression

- Man 1 **Do you go / Are you going** to work?
- Woman Yes. Normally, 2 **I drive / I'm driving** .
- But 3 **they work / they're working** on the highway.
- The traffic's really bad.
- So 4 **I take / I'm taking** the train this week.
- Man 5 **I don't have / I'm not having** a car.
- But 6 **I learn / I'm learning** to drive at the moment.
- Woman Right. 7 **Do you take / Are you taking** lessons?
- Man Yes.
- Woman And 8 **how does it go / how's it going** ?
- Man Fine! Thanks.



Input 1.2B

Listen and correct

Man **Are you going** to work?

Woman Yes. Normally, **I drive**.

But **they're working** on the highway.

The traffic's really bad.

So **I'm taking** the train this week.

Man **I don't have** a car.

But **I'm learning** to drive at the moment.

Woman Right. **Are you taking** lessons?

Man Yes.

Woman And **how's it going**?

Man Fine! Thanks.



Input 1.2C**Follow up**

Look at the questions from some small talk between two people on a plane. Mark the correct sentence: A or B.

1 **A** Do we leave on time?

B Are we leaving on time?

2 **A** Where do you go?

B Where are you going?

3 **A** Where do you live?

B Where are you living?

4 **A** Do you travel on business?

B Are you travelling on business?

5 **A** Do you often go abroad?

B Are you often going abroad?

6 **A** What do you do?

B What are you doing?

7 **A** What do you study?

B What are you studying?

8 **A** Do you enjoy the course?

B Are you enjoying the course?

A BIG QUESTION: WHAT IS SMALL TALK?

Below are a few questions from some small talk between two people on a plane.

- 1 Are we leaving on time?
- 2 Where are you going?
- 3 Where do you live?
- 4 Are you traveling on business?
- 5 Do you often go abroad?
- 6 What do you do?
- 7 What are you studying?
- 8 Are you enjoying the course?
- 9 Do you know what job you'd like to do?
- 10 Are people finding it hard to get jobs at the moment?

What do these questions tell us about small talk?
Is it about:

- ▶ small subjects or big subjects?
- ▶ things that are happening now or things in general?



Input 1.2E**Language summary****Engaging in small talk****Present Simple**

Permanent situations *I live* in Mumbai.
I work at the hospital.

Regular situations *I play* basketball.
I often *eat* at Paulo's Pizzeria.

Present Continuous

Things happening now *I'm having* lunch.

I'm waiting for the bus.

Temporary situations This year, *I'm working* in Hyderabad.
At the moment, *I'm studying* history.

Input 1.2F**Language practice**

Make sentences. Choose the correct tense: the Present Simple or the Present Continuous.

1 I / live / in Nagpur.

2 I / study / in Jaipur.

3 He / sometimes / play / badminton.

4 I / learn / French.

5 We / move / to a new house.

6 I can't talk now, I / fix / the TV.

7 She / speak / six languages.

8 Babies / drink / milk.

Topic 3: Asking and answering politely

Functions	Making polite requests, Making polite offers, Replying to polite requests and offers
Target language	Could I ...? May I ...? Is it OK if I ...? Do you mind if I ...? Shall I ...? Do you want me to ...? Would you like me to ...? Sure, Of course, Of course not, No problem, Not at all, Good idea
Theme	Requesting versus offering
Inputs	Input 1.3A: Offers and requests Input 1.3B: Quiz Input 1.3C: Do you mind? Input 1.3D: Language Practice Input 1.3E: Language summary Input 1.3F: Extra Practice Input 1.3G: Talking point

Step 1: Whole class - Elicit polite forms

Say: You are feeling hot, and you want to open a window.

Elicit: How will you ask me this politely?

Elicit phrases A-F from **Input 1.3A** (Can I open the window.....Do you mind if I open the window).

Elicit vocabulary "offer" and concept check.

Display A-F from **Input 1.3A**: Offers and requests or give as handouts.

Drill the pronunciation of the phrases with the correct intonation and stress.

Say: You think that I am feeling hot and want to open the window for me.

Elicit: How will you ask me this politely?

Elicit phrases G and H.

Elicit vocabulary "request" and concept check.

Display G-H from **Input 1.3A**: Offers and requests.

Drill the pronunciation of the phrases with the correct intonation and stress.

Further practice: Students can continue to practice saying the phrases in pairs or groups. Encourage peer correction.

Step 2: Whole class – quiz

Write the following on the board, or display as a ppt.

Situation A: I'm asking because I want the window to be open. (Request)
 Situation B: I'm asking because I think you want the window to be open (Offer)

Divide the class into two groups (multiple groups with a moderator, if class size is too large to handle).

Set up the quiz.

- Ask students to read the two situations.
- Ask questions to check understanding, e.g. In situation A, who wants the window open?
- Ask: Does the language change with requests and offers? (*Yes*)

Handover copies of **Input 1.3B** (You may want to add a few more questions in different situations to the text) and give instructions for the quiz:

- Students from one group should take turns to read a question out loud.

- Students from the other group should decide if it is in situation A or B.
- The moderator will award points to the right answers.
- The group that reads with the correct pronunciation will be given bonus points.

Step 3: Pair/Group work

Arrange students into pairs or small groups.

Show **Input 1.3C**: Do you mind?

Say: Is it a matching activity? (*Yes*)

Give instructions: Point to the columns and ask

- Will one of you read from the first column and the other read out the matching response? (*Yes*)
- Tell students they should take turns to read from the first column.
- Demonstrate with a strong student.

Distribute **Input 1.3C**: Do you mind? and give a time limit for the activity.

To check answers, show **Input 1.3D**: Language practice.

Give instructions: Students should

- Complete the gap fill, along with their partner.
- Once they have done this, they should check the answers to the previous matching exercise (**Input 1.3C**: Do you mind?).

Step 4: Whole class: mingle

Ask students to keep **Input 1.3C**: Do you mind? with them but folded in half lengthwise (questions on one side, responses on the other.)

Divide the class into two: one group only refers to the questions and the other to the answers on their Input sheets.

Give the instructions below in stages (not all together).

Students should:

- Walk around the class asking one question to each learner and listen for the correct answer. They should use the right intonation and they should try to self-correct.
- Reverse the questioning and answering roles and repeat.
- After they are quite confident, give them a little time to think of how these questions can be part of a short dialogue. You could encourage them to use some of the language from Topics 1.1 and 1.2 done previously.
- They should now not use **Input 1.3C**.
- Get students to do the mingle again adding two-three more sentences to the dialogue, asking, and answering questions at random and by making eye contact.

Step 5: Feedback

- Ask students how they did, ask for comments on each other (positives first).
- You can make a few general comments, positives, and negatives, for the whole group. Praise students who recycled language, used good intonation and eye contact.

Step 6: Whole class: Summary

Display **Input 1.3E**: Language summary on ppt, and/or give printouts as handout reference material.

*Extra practice or homework with **Input 1.3F**.*

Step 7: Group work: Talking point

Ask students what they talk about in breaks between lessons.

Elicit the kind of questions they ask each other in English.

Refer to **Input 1.3G** and write the four sub-topics (Learning English,...The weather) on the board and draw four columns (alternatively stick them up on different walls).

Divide the class into 4-5 groups.

Make copies of **Input 1.3G**.

Cut up the 16 questions (why do need English.....Are you busy at the moment) into strips and hand over one question to each student.

Give instructions:

- Students need to identify the sub-topic for the question in their hands.
- They can either read out the question and say in which sub-topic it falls (each group gets a turn) or...
- For a more physical activity, they can go around the classroom and stick the question under the correct sub-topic.
- The group that finishes first with the maximum number of correct matches wins the activity.

Ask students to have conversations about the sub-topics in pairs or groups. They should use the questions from **Input 1.3G**.

Added practice: Ask students to think of more topics that they can talk about during the breaks and encourage them to ask and answer questions in small groups.



Opening a window is easy.
But asking to open one isn't.
There are so many different ways to ask:

- A **Can I** open the window?
- B **May I** open the window?
- C **Shall I** open the window?
- D **Could I** open the window?
- E **Is it OK if I** open the window?
- F **Do you mind if I** open the window?
- G **Do you want me to** open the window?
- H **Would you like me to** open the window?

Actually, it's not too difficult. This list has just two types of question, for two different situations:

Situation 1 I'm asking because
I want the window to be open .

Situation 2 I'm asking because I think
you want the window to be open .

So which questions do we ask in each situation?

Input 1.3B**Quiz**

Match each polite question to situation A or situation B.

Situation A I'm asking because *I* want the window to be open.

Situation B I'm asking because I think *you* want the window to be open.

	A	B
1 Can I open the window?	<input type="checkbox"/>	<input type="checkbox"/>
2 May I open the window?	<input type="checkbox"/>	<input type="checkbox"/>
3 Shall I open the window?	<input type="checkbox"/>	<input type="checkbox"/>
4 Could I open the window?	<input type="checkbox"/>	<input type="checkbox"/>
5 Is it okay if I open the window?	<input type="checkbox"/>	<input type="checkbox"/>
6 Do you mind if I open the window?	<input type="checkbox"/>	<input type="checkbox"/>
7 Do you want me to open the window?	<input type="checkbox"/>	<input type="checkbox"/>
8 Would you like me to open the window?	<input type="checkbox"/>	<input type="checkbox"/>

Input 1.3C**Do you mind?**

Do you mind if I use
your pen?

Yes. Thank you.

Would you like me to help
you with your bags?

Good idea.

Is it OK if I arrive a bit
late tomorrow?

Yes. Sure.

Do you want me
to open the window?

Not at all.

Could I have some water,
please?

Of course.

Input 1.3D**Language practice**

Complete the polite questions and replies. Each time, write one word.

1. Do you _____ if I use your pen?

– Not at _____.

2. Is it okay _____ I arrive a bit late tomorrow?

– Of _____.

3. Would you _____ me to help you with your bags?

– Yes. _____ you.

4. Do you _____ me to open the window?

– _____ idea.

5. _____ I have some water, please?

– Yes. _____.

Input 1.3E**Language summary****Asking and answering politely**

I'm thirsty.	<i>Could I</i> <i>May I</i>	get some water?	– <i>Sure.</i> / <i>Of course.</i>
I'm hot.	<i>Is it okay if I</i> <i>Do you mind if I</i>	open the window?	– <i>Sure.</i> / <i>Of course.</i> / <i>No problem.</i> – <i>Of course not.</i> / <i>Not at all.</i>
<i>Shall I</i> <i>Do you want me to</i> <i>Would you like me to</i>		help with your bag?	– <i>Yes, please.</i> / <i>Thank you.</i> – <i>No, I'm OK, thanks.</i>

Input 1.3F**Extra practice**

Part A. Underline the correct word in each polite question.

1. Could / Do you mind if I sit here?
2. Can / Would I have another coffee?
3. Do / May I have your phone number, please?
4. Shall / Would I meet you at the airport?
5. Do / Would you want me to call a taxi for you?
6. Could / Shall you pass me the water, please?
7. Do / Would you like me to carry your bag?
8. Could / Shall I have a cup of tea, please?

Part B. Write polite replies to the questions in Part A. Sometimes, more than one reply is possible.

Of course. Of course not. No problem. Not at all. Sure. Yes, please.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Input 1.3G**Talking point**

The sentences below are from conversations between learners taking a break. With a partner, use them to complete the table.

Why do you need English?

It's really hot today.

What company do you work for?

It's a nice day.

Where do you live?

Do you use English a lot?

What do you do?

Do you often go abroad?

Are you enjoying the course?

Do you come here by car?

It's so cold at the moment.

Are you busy at the moment?

Subject: Learning English

Subject: Places and travel

Subject: Jobs

Subject: The weather
